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ABSTRACT

This document outlines the development of a program to increase the understanding of behavioral objectives. It is organized in the following sections: 1) Introduction, which examines the present state of education in the U.S. and the need for change; 2) An Educaticnal Indictment, which attempts to find the causes of the present problems; 3) Why We Care About Objectives, which demonstrates the need for objectives if achievement is to be usefully evaluated; 4) The Qualities of Meaningful Objectives, which explains how an objective should be written; 5) Identifying the Terminal Behavior; 6) A Historical Approach to Educational Objectives; 7) Modern Educational Objectives; 8) objectives for elementary science, language arts, health education, physical education, mathematics, and social studies; 9) five demonstrations of the use of these methods in lessons; 10) Hierarchy of Content for Phase II of Educational Project, which is designed to motivate seventh and eighth grade students in their selection of learning activities by means of an individualized approach. (MBM)

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DEVELOPING AN HIERARARCHY OF CONTENT SUITABLE FOR ACHIEVING BEHAVIORAL OBJECTIVES

SHAW UNIVERSITY
RALEIGH, NORTH CAROLINA

MARCH 1971

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SHAW UNIVERSITY

RALEIGH, NORTH CAROLINA 27602

Dear Colleagues:

The material contained in this booklet is part of the package presented at The Ten College Consortium Conference held at Livingston University, Livingston, Alabama on January 15-19, 1971. At the Conference, I promised you that the material would be put in a booklet and mailed at a later date, so here it is.

As you read you will be familarizing yourself with some of the things we have done, and some of the things we are now doing to be contained in a model teacher education program at Shaw University. Developing objectives is a part of our daily chores. "Developing an Hierarchy of Content Suitable for Achieving Behavioral Objectives" is a special effort to further acquaint you with what we are doing at Shaw University in Teacher Education.

As we move farther into the arena of the second phase of our model, we will frequently mail materials in order for you to keep abreast of what we are doing.

If there is any special part of our project which you would like to have more information, please feel free to make the request.

With kindest best wishes, I am

Sincerely yours,

N. M. McMillan
Director

Enclosure

MEMBER UNITED NEGRO COLLEGE FUND

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DEVELOPING AN HIERARCHY OF CONTENT SUITABLE FOR ACHIEVING BEHAVIORAL OBJECTIVES

INTRODUCTION

To say that elementary education is at the crossroads in educational planning and programming in America does not say enough at this point; yet at this stage of our national life it does say something. One only needs to listen to the echoes from lay groups,who are impregnated with adverse criticism, to realize that elementary education is at the crossroads.

It should not be comforting to educators to face the fact that all institutions in our society that are associated with man's development are at the crossroads in programming, because education in many ways determines the course and development of these institutions in as much as they touch the lives of its planners and developers. The politician who structures political idealogies and sets forth political theories, the religionists who shape religious thought and action, the scientists who operate in worlds beyond, all are touched in some way by the educators.

Modern educators cannot nestle themselves totally in educational theories of the past as important as they are; rather, they should con-

cern themselves with the changing and shifting times and analyze the demands of our present society as they plan for today's children and youth.

It has been clearly stated that man made more progress in technology, scientific knowledge, etc., during the past fifty years than all the years previous to that time. The last decade has witnessed phenominal changes in our world society that are staggering and almost inconceivable.

The educator in planning and programming must cope with these changes. In order to do this, we need to add other dimensions to the changing structure of our society. We are faced with rapid increase in population, changes in medical codes and ethics, increase mobility of class structure, shifting population trends, economic instability, change in political structures and Supreme Court decisions.

Above all, the educational planner is faced with children and youth who have been advanced in intellectual growth and hence are based in institutions that are hanging on to archaic and traditional structures. Therefore, campus unrest, racial disturbances in the schools, increase of crime among sub-teens should be high on the agenda of planners of education. The hugh and cry is for <u>relevance in education</u>.

The educational film "The High School", created no mean stir in lay circles all over the United States. The film was an unrehearsed, on-the-spot, documentation of teaching techniques utilized by teachers and administrators in a certain school. Additional dehumanization tactics included outmoded, irrelevant and dead content matter that was prevalent throughout the school. Stern disciplinary techniques were

put in for good measure. Many lay personnel who saw the film indicated that the students were actually dehumanized in that school.

To what extent this dehumanization is duplicated in the schools from kindergarten to university across the country is in evidence by demonstrations on the campuses, increase in the drop outs in elementary and secondary schools, rising crime rate among youngsters, and "hooky playing" as a result of sheer boredom. Recently the press has referred to these institutions as "joyless schools."

The irony of the situation is that no one knows where to place the blame. No segments of our educational hierarchy would like to take the blame for such a dilemma in education. The educators can place the blame on the lay public for nonsupport. Support for education is of prime importance. There is little doubt in anyone's mind that this is not true. For some reason, unknown to us, the lay public does not realize the value of support for education.

We take the position that poor teaching is promoted by poor teachers. Many of these teachers are the "culls" of our teacher-training institutions of higher learning and hence they settle for the low salaries the lay public has provided. Garbage collectors, welders and other similar wage earners receive as much and more by way of salaries than some public school teachers.

In order to squeeze out a mere trickle of support, arms have to be twisted, heavy lobby tactics are employed and in several cases teachers strikes and boycotts prevail.

If a question is raised as to where most of the blame should be shifted, our circle would point to the educational administrators. These are the directors, for the most part, of learning in an educa-

tional system. The major tasks of implementing educational objectives are assigned to this group.

We are willing to admit and will attempt to prove later in this paper that educational objectives for American schools are high and noble. We will present what we see as a step-by-step progression of educational objectives as found in educational literature.

In the second phase of our presentation, we will point up some objectives of various areas of learning based on studies made by the N. C. Department of Public Instruction and based on our observations of student behavior, especially as we have observed them in our demonstrations and observations.

AN EDUCATIONAL INDICTMENT

We are willing to stick our necks out here and indict the architects of educational structures, the administrators, for ignoring the objectives of elementary education of which we have already said are high and noble and if followed we believe our society will receive the benefits.

Our society must share some of the blame especially the "upper crust" of which boards of education attempted, in their planning, to carry out their objectives rather than the objectives that came out of educational research and planning. This is the main cause for our dilemma.

Instead of planning to fulfill the major objectives referred to above, the 20th Century architects of educational structures spent their time struggling with plans that were concerned with gerrymandering population, planning inferior systems, separating students, setting up track curricular systems for the purpose of providing inferior pro-

grams; providing guidance practices and services geared to nothingness and chaos.

These architects are quick to shift the reason for crime on someone else. Some of these architects have attempted to substantiate their shifting through the use of standardized test data. Many of these architects have placed students in inferior programs, administered tests and attempted to justify their acts by comparing disadvantaged students with suburban students. As a result of this planning which is and has been prevalent for centuries, we have too many schools that are dead, listless, dull and "joyless." Testimonies from college students who are from the disadvantaged areas reveal hooky-playing tactics of pupils in these areas who are forced to attend the "joyless ." Testimonies from college students who are from the disadvantaged areas reveal hooky-playing tactics of pupils in these areas who are forced to attend the "joyless" schools.

The few who come to college are the more favorable victims of this system of educational structure and their testimonies will reveal what happened to the other victims who were not so fortunate.

Juvenile crime has become a monster in our society, an uncontrolled giant that is constantly gaining stature and strength. It has become a"proverbial albatros" around the neck of the American society to the extent that it has moved further and further down the educational ladder and is now common in the lower grades in many school systems. The architects of the schools of tomorrow must unite their behavioral objectives in terms of performance of the children of the future.

There may not be any cure-all in any institution designed to improve society, but we take the position that educators should take a hard look at the educational objectives as set forth by educators who

feel that education could solve many of the ills of our society through a positive approach to the solutions.

We believe that once these objectives are studies and honest efforts are made to reach these objectives through cooperative planning and programming, at least we can start in a direction that will benefit the greatest good.

We feel that the following are some advantages of behavioral objectives that planners of education should consider. The objectives are:

1. Improves the instructional process in any classroom organization.
2. Leads to greater individualization of instruction.
3. Helps program individual students through certain experiences in light of their objectives and needs.
4. Leads to the development of a learner-based curriculum, learner-based teaching methodologies, skillful diagnosis and prescription, and open-end curricula--all contribute to continuous progressive education.
5. In classes where pupils are grouped on the basis of maturation, interests or level of sophistication, the teacher can use behavioral objectives to guide these groups as well as through progressive sequences of facts, concepts, and skill acquisitions.
6. An important aspect of both heterogeneous and specially grouped classes is pupil-teacher planning, in which pupil and teacher together formulate behavioral objectives.
7. Ideally, educational objectives result from and should represent the synthesis of those ideas most conducive

to the best possible development of the individual and to the improvement of society.

8. Behavioral objectives should be in terms of what the learner is to be able to do as a result of instruction, starting with the learner and his needs to modify his behavior.

WHY WE CARE ABOUT OBJECTIVES

An objective is an <u>intent</u> communicated by a statement describing a proposed change in a learner - a statement of what the learner is to be like when he has successfully completed a learning experience. It is a description of a pattern of behavior (performance we want the learner to be able to demonstrate. The statement of objectives of a training program must denote <u>measurable</u> attributes <u>observable</u> in the graduate of the program or, otherwise it is impossible to determine whether or not the program is meeting the objectives.

When clearly defined goals are lacking, it is impossible to evaluate a course or program efficiently, and there is not sound basis for selecting appropriate materials, content, or instructional methods. After all, the machinist does not select a tool until he knows what effects he wishes to achieve. Similarly, a builder does not select his materials or specify a schedule for construction until he has his blueprints (objectives) before him. Too, often however, one hears teachers arguing the relative merits of textbooks or other aids of the classroom versus the laboratory, without ever specifying just what goal the aid or method is to assist in achieving. I cannot emphasize too strongly the point that an instructor will function in a fog of his own making

until he knows just what he wants his students to be able to do at the end of the instruction.

Another important reason for stating objectives sharply relates to the evaluation of the degree to which the learner is able to perform in the manner desired. Tests or examinations are the milesposts along the road of learning and are supposed to tell the teacher and the student the degree to which both have been successful in their achievement of the course objectives. But unless goals are clearly and firmly fixed in the minds of both parties, tests are at best misleading; at worst, they are irrelevant, unfair, or useless. To be useful they must measure performance in terms of the goals. Unless the programmer himself has a clear picture of his instructional intent, he will be unable to select test items that clearly reflect the student's ability to perform the desired skills, or that will reflect how well the student can demonstrate his acquisition of desired information.

An additional advantage of clearly defined objectives is that the student is provided the means to evaluate his own programs at any place along the route of instruction and is able to organize his efforts into relevant activities. With clear objectives in view, the student knows which activities on his part are relevant to his success, and it is no longer necessary for him to "psych out" the instructor. As you know too well, considerable time and effort are frequently spent by students in learning the idiosyncrasies of their teachers; and, unfortunately, this knowledge is often very useful to the student with insight. He may breeze through a course armed with no more than a bag full of tricks designed to rub the teacher the right way.

PREQUISITES	DESCRIPTION	OBJECTIVES
what a learner has to be able to do to qualify for a course	what the course is about	what a successful learner is able to do at the end of course

Whereas an objective tells what the learner is to be like as a result of some learning experiences, the course description tells only what the course is about.

The distinction is quite important, because a course description does not explain what will be accepted as adequate achievement; it does not confide to the learner which field he will be playing on, it does-not tell him where the foul lines are, where the goalposts are located, or how he will know when he has scored.

THE QUALITIES OF MEANINGFUL OBJECTIVES

You already know that a statement of an objective describes a desired state in the learner. You also know that you have successfully achieved your objectives when the learner can demonstrate his arrival at this state. But how do you write the objectives to maximize the probability of your achieving it? What are the characteristics of a meaningfully stated objective?

Basically, a meaningfully stated objective is one that succeeds in communicating to the reader the writer's instructional intent. It is meaningful to the extent it conveys to others a picture (of what a successful learner will be like) identical to the picture the writer has in mind. Since a statement of an objective is a collection of words and symbols, it is clear that various combinations may be used to express a given intent. What you are searching for is that group of words and symbols that will communicate your intent exactly as YOU understand it. For example, if you provide another teacher with an objective, and he then teaches his students to perform in a manner that <u>you</u> <u>agree</u> is consistent with what you had in mind, then you have communicated your objective in a meaningful manner. If, on the other hand, you do not

agree that these learners are able to perform according to your intention, if you feel that you "had something more in mind" or that your intent was "misinterpreted," then your statement has failed to communicate adequately.

A meaningfully stated objective, then, is one that succeeds in communicating your intent; the best statement is the one that excludes the greatest number of possible alternatives to your goal. Unfortunately, there are many "loaded" words, words open to a wide range of interpretation. To the extent that you use ONLY such words, you leave yourself open to misinterpretation.

Consider the following examples of words in this light:

Words Open To Many Interpretations	Words Open To Fewer Interpretations
to know	to write
to understand	to recite
to really understand	to identify
to appreciate	to differentiate
to fully appreciate	to solve
to grasp the significance of	to construct
to enjoy	to list
to believe	to compare
to have faith in	to contrast

What do you mean when you say you want a learner to "know" something? Do you mean that you want him to be able to recite, to solve, or to construct? Just to tell him you want him to "know" tells him little - the word can mean many things.

Though it is all right to include such words as "understand" and "appreciate" in a statement of an objective, the statement is not explicit enough to be useful until it indicates how you intend to sample the "understanding" and "appreciating."

Until you describe what the learner will be DOING when demonstrating that he "understands" or "appreciates," you have described the terminal behavior of the learner well enough to preclude misinterpretation.

How can you write objectives that will describe the desired behavior of the learner? Well, there must be any number of schemes for doing so; but the method that is described on the pages that follow is one that is known to work, and it is the one that I have found to be the easiest to use. FIRST, identify the terminal behavior by name; you can specify the kind of behavior that will be accepted as evidence that the learner has achieved the objective. SECOND, try to define the desired behavior further by describing the important conditions under which the behavior will be expected to occur. THIRD, specify the criteria of acceptable performance by describing how well the learner must perform to be considered acceptable.

Although each of these items might help an objective to be more specific, it will not be necessary to include all three in each objective. The object is to write objectives that communicate; the characteristics described above are merely offered as guides to help you know when you have done so.You do not work on an objective until it demonstrates these characteristics; rather, you work on it until it clearly communicates one of your intended educational outcomes - and you write as many statements as are needed to describe <u>all</u> your intended outcomes.

You can test whether a written objective clearly defines a desired outcome by answering "yes" to the following question:

> Can another competent person select successful learners in terms of the objective so that you, the objective writer, agree with the selections?

IDENTIFYING THE TERMINAL BEHAVIOR

A statement of an objective is useful to the extent that it specifies what the learner must be able to DO, to PERFORM when he is demonstrating his mastery of the objective. Since no one can see into another's mind to determine what he knows, you can only determine the state of the learner's intellect or skill by observing more aspects of his behavior or performance (the term "behavior," as used here, means overt action). Now, the behavior or performance of the learner may be verbal or nonverbal. He may be asked to respond to questions verbally or in writing to demonstrate his ability to perform a certain skill, or to solve certain kinds of problems. But whatever method is used, you (the programmer) can only infer the state or condition of his intellect through observation of his performance.

Thus, the most important characteristic of a useful objective is that it identifies the kind of performance that will be accepted as evidence that the learner has achieved the objective.

For example, consider the following statement of an objective:

To develop a critical understanding of the operation of the Target Tracking Console.

Though this might be an important objective to reach, the statement doesn't tell what the learner will be doing when he is demonstrating that he has reached the objective. The words that come closest to describing what the programmer wants the learner to be able to DO are "critical understanding," and it is doubtful that any two people would agree on the meaning of this term. Certainly, the term does not tell a learner how to organize his own efforts in order to reach the objective.

Here is an example of the more appropriately stated objective:

When the learner completes the program of instruction, he must be able to identify by name each of the controls located on the front of the Target Tracking Console.

What words tell what the learner will be doing when demonstrating his achievement of the objective? The words "identify by name." The objective communicates to the learner the kind of response that will be expected of him when his mastery of the objective is tested.

The way to write an objective that meets the first requirement, then, is to write a statement describing one of your educational intents and then modify it until it answer the question:

What is the learner DOING when he is demonstrating that he has achieved the objective?

S U M M A R Y

1. An instructional objective describes an intended outcome rather than a description or summary of content.
2. One characteristic of a usefully stated objective is that it is stated in behavioral, or performance, terms that describe what the learner will be DOING when demonstrating his achievement of the objective.
3. The statement of objectives for an entire program of instruction will consist of several specific statements.
4. The objective that is most usefully stated is one that best communicates the instructional intent of the person selecting the objective.

Examples of Educational Objectives

1. Write a composition with a single tonal base.
2. To know how Greek Civilization has affected the contemporary world.
3. To know how militarism and imperialism have been of casual importance for the world wars.
4. To develop a knowledge of how hereditary and environmental factors interrelate to influence the development of the individual.
5. A knowledge of the forces, past and present, which have made for the increasing interdependence of people all over the world.
6. Knowledge of the features of various forms of business ownership.
7. Knowledge of the techniques and methods used by scientists in seeking to answer questions about the world.
8. To become familiar with the plant illustrations of the principal laws of heredity and evolution.
9. To understand the structure and organization of Congress.

10. Skill in interpolation where there are gaps in data.
11. The ability to differentiate value judgments from predictions of consequences.
12. To develop some skill in applying Mendel's Laws of Inheritance to experimental findings on plant genetic problems.
13. Ability to distinguish a conclusion from statements which support it.
14. Ability to distinguish cause and effect relationships from other sequential relationships.
15. Ability to recognize the point of view of a writer in an historical account.
16. Ability to tell a personal experience effectively.
17. Ability to write simple material compositions, as in setting a short poem to music.
18. A sense of responsibility for listening to and participating in public discussions.
19. Develops a tolerance for a variety of types of music.
20. Listens for rhythm in poetry or prose read aloud.

Above taken from: Taxonomy of Educational Objectives
Bloom, Masia and Krathwohl

II

A HISTORICAL APPROACH TO EDUCATIONAL OBJECTIVES

The history of education in the United States which is European oriented, is well known by all contemporary American educators.

We admit that many contemporary educators have little patience with a study that digs into the past to reveal something we already know. However, many principles and objectives set forth by the early architects of education are quite modern and should be considered in modern planning techniques. For example, Froebel, Rousseau and Pestalozzi's fundamental principle was that the child, just as a plant, unfolds from within, provided it has the right environment to guide its growth.

Froebel was strong in his concept of the unity of the individual's self with society and the universe. He placed the chief emphasis on children's spontaneous play in which they expressed themselves actively, combined with games, creative work, imitation of adult activities, songs and stories. Although Johann Friedrich Herbert was a German professor, many American educational heroes like Frank Murray were influenced by his approach to educational objectives.

His approach included the cultivation of character and a sense of social morality. He rejected traditional approaches in favor of the unity of mental activity, stimulated by presentations as ideas which are apperceived or assimilated to existing ideas and reach out for new ideas. The process of apperception as he believed, could only be started if the pupil was motivated by interest; the educational tasks of architects of educational structures, then is to promote many-sided

interests. To realize these objectives according to Herbert, the teacher is the director of learning. Mental activity rather than memorization must be stimulated through the harmonious development of interests to strengthen the intellect, will and emotions, as the foundation of social character.

May we reiterate here that the purpose at this point is not to present a mere historical analysis of education in the United States or elsewhere, but rather to present educational objectives as discovered through research and study by the thinkers in education and who attempted to influence educational planning in the United States and to show how the architects of educational structures strayed away from these objectives.

We take the position that many of these objectives are modern and sound; that we need to reach back in the bag of objectives propounded by these thinkers and utilize them to help set up philosophical patterns by which we can proceed to set up modern behavioral objectives for today's elementary child.

May we reach back in the old bag and pick out the work of G. Stanley Hall, who was perhaps influenced by Wilhelm Wundt of the University of Leipzig who was an experimentalist in psychology.

Hall's interest was in the individual child and his own interests and ability.

This does not sound like early 19th century studies; rather, it sounds like a 1970 conference on children and youth in which individualize instruction would be the topics on the agenda.

Hall's work was devoted to concern for the National and economic well-being of the child. He raged war against mere accummulation of

unrelated and meaningless facts. His work concerned itself with the learning process in which the educator was to study the child and to understand the nature of learning. It was concerned with meeting the needs of the child by studying his behavior and thus setting up behavioral goals. Should not our modern objectives do the same?

Some modern educators will disagree with John Dewey and many of his contemporaries also disagreed with him.

We adhere to the premise that there was not too much difference in the general objectives of Dewey and his contemporaries or perhaps some would say his adversaries. The differences perhaps lie, for the most part, in their procedures.

Dewey felt that educational objectives could be reached through the free and natural development of the child according to their interests.

In our opinion, we feel that many deserving and well-intended planners of education misunderstood Dewey at this point. This was interpreted by many to mean, let the child wander into meaningless, patternless journeys in planning, direction and objectives.

We believe much time is lost in the latter approach through aimless wondering and do-nothing experiences that lead to know-not-where.

We do believe that Dewey meant this, for he iterated that "all education proceeds, by the participating of the child in the social consciousness of the race." Many of us remember his philosophy of pragmatism which he referred to at times as instrumentalism and experimentalism. His interest in individual child development was paramount. He felt that education is life and should not merely be preparation for life. He was against passive rote learning.

Dewey's criticism of his own philosophy bears out what was said earlier in this discussion of Dewey; however, again his criticism was centered around procedure and approaches rather than objectives. His criticism, as most of us remember, brought into focus the community school concept.

We believe that an in-depth study of Dewey's philosophy and ideas will help in our concern for enabling objectives and changes in educational objectives.

During the 1940's and 1950's, criticism against education began to fall thick and fast. Some critics blamed Dewey for weakening the school systems with his progressive educational philosophy.

The efforts of Bruner (Process of Education) with his concern for the learner's understanding and appreciation of the idea of "concepts" and "principles" moved teachers to take a new look at both curricula and instruction. The impact of Bruner was felt in the rewriting and revamping of teaching materials in such a way that they were individualized to meet the capacities and different abilities of learners at different grades in the school. At the same time, educators were beginning to take a deep look at and appreciate the studies and works of the noted Swiss child psychologist, Jean Piaget, and his observations of young children and their development of intelligence. Further translations of these concerns for individuality and the human personality were later seen in the efforts of educators like Bloom and Krathwohl to develop the concept and rational for "behavioral objectives" in all areas of the childrens' curricula.

In 1957, Sputnik I shook our nation to its boots. It struck, temporarily at least, a death-knell to child--centered objectives. It

finally aroused the public and hence the National Defense Education Act was quickly passed in 1958.

Federal grants provided money for equipment, supplies and additional personnel needed for education.

We feel that at this point educational objectives began to shift back to subject-matter centered situation. Educational objectives were concerned with science, mathematics and foreign language. The U. S. chief concern was a race with Russia. The U. S. felt that it would be disastrous to let Russia get to the moon and the public began to put the blame on the schools.

The rallying cry was for pursuit of excellence by educators. Many people took that to mean heads stuffed with facts or the preparation of"walking encyclopedias", the ushering out of scientific and mathematical geniuses. Educational objectives were concerned with education for the gifted, the academically talented.

The average student and the slow learner were not entirely forgotten, but their concern was diminished.

Although American education, as stated, is heavily European oriented, the disadvantaged began to reject it, since it was void of decent references to the contribution of blacks in America and Africa. In fact many blacks contended that, much of American history was not only offensive but ridiculous. It revealed, they say, a glowing and beautiful picture of exploitation and pilliage in areas where Europeans had no business. Words like "Discovery", "Exploration", "New Work" were utilized to cover up imperialistic practices of Europeans.

The hugh and cry was for black studies. Educational architects began to alter their objectives to include black studies. The pres-

sure was too great not to consider, though token it was in many places. Today in many school systems, the black studies program has gradually moved to the elementary schools.

Black students and black educators began to wake up to what had happened to them. They saw their condition, though rather late, which was administered in track-centered schools, industrial schools in the North, one and two teacher school programs headed by women in the south.

The press began to reveal comparative data result of black and white institutions of higher learning without presenting the causes.

It should have been mentioned earlier and perhaps may not be out-of-place here to mention the writings of Booker T. Washington which were rejected by so many blacks.

The entire program of Black Studies has been inadequate. All of the textbook materials in the public school needs to be re-written to present the historical truth to the public of the contributions and achievements of all peoples.

MODERN EDUCATIONAL OBJECTIVES

With this background of educational objectives in the United States which we have observed here have undergone phenominal changes, let us consider some modern educational objectives.

Since we have accomplished one of our national goals - and we believe we did this in spite of our quest for excellent approach - that is getting to the moon; and since we seem to be on our way to other planetary worlds, we believe education is slowly returning to the child.

We can see this in the federal free lunch programs that will encompass more children deep in the heart of disadvantaged America. Our

emphasis on child-centered education since our "law and order" deal seems to be failing. Drug abuse crept into our elementary schools while we were preparing for moon trips. The 1970 census revealed a population jump and the President of the United States has signed a bill to reduce the population, since birth control methods such as pill pushing efforts in the black ghettos are not working.

We believe that elementary educational objectives should be as follows:

1. To attain wholesome physical, emotional and mental health for each child;
2. To become efficient in the tools of learning - to read, to communicate and to think intelligently;
3. To grow in the understanding and meaning of democracy;
4. To learn how to analyze critically democratic institutions and the promotion of democratic institutions;
5. To understand the social and physical environment of which he is a part;
6. To meet the solve problems intelligently;
7. To develop worthwhile recreational and creative interests;
8 To develop the best powers and potentialities.

The above stated objectives were influenced by the Educational Policies Commission in their - Purposes of Education in American Democracy. These objectives are: Self Realization, Human Relationship, Economic Efficiency and Civic Responsibility.

All students in education are acquainted with these objectives and they are mentioned here as a guide for area objectives as we believe them to be.

As stated above, these objectives are presented as a result of indepth studies of educational objectives as viewed by our department; as a result of studies in childhood behavior through lesson demonstration.

We were sensitive to the needs of children as we observed them and have geared these objectives to them. Our studies have revealed their potential and their ability to share in planning,to create and to aid in the enrichment of their own lives.

Elementary Science

In our consideration for science education for the elementary school child we have discovered the trends in science teaching which arefocused on the why of science rather than the what.

The reason, perhaps, for this trend is due to the rapid explosion of scientific knowledge or information and the expanding computer industry.

Illustrative Behavioral Objectives in Science:

1. Name five principal parts of the human cell and give one function of each part.
2. Cite at least six reasons why our government (federal, state and local) is concerned about the problem of air pollution.
3. Demonstrate by a drawing or experiment how the buzzer on our classroom door works.

The following six emphasis in science education tie in with the general objectives of science education for the elementary child as discussed in politics for science education:

1. To help children develop concepts, principles and realization of value to them in the understanding and solving of their problems.
2. To help children cultivate scientific attitudes, such as critical mindedness, willingness to act and seek reliable evidence, and intellectual honesty.
3. To help children acquire or develop scientific ways of working including planning intelligently, obsering carefully, and forming tentative conclusion.
4. To help children explore new interests which will lead to the satisfactions of discovery.
5. To help children acquire those skills and techniques necessary to gain further information, such as reading science content with understanding, making accurate observation of events, and performing various science activities.
6. To help children develop social attitudes and appreciations needed in a democracy, such as growth in social behavior and willingness to assume adequate roles in present and future society.

Language Arts

The Language Arts Program is sequentially structured in the elementary school program for most of the schools in North Carolina. It is repetitive and recognizes the existing differences in linguistics. It also accepts the language of the individual child and allows him a place in the program irrespective of his level of achievement.

We feel that the above statement should be true more with language than perhaps with other phases of the Language Arts Program; other phases being reading, writing, literature, composition and spelling, speaking and listening. We suggest that in these cases, a plan be set up to determine the level of the child and that the teaching program start with where he is at that level and move to another level at his own pace. This will call for group and individualized instruction.

Illustrative Behavioral Objectives in Language Arts:

1. To be able to give an oral report concerning a selected book recently read.
2. To take an active role in a dramatic play.
3. Write a letter of application for a selected job.

Health Education

We take the position that Health Education deals with the total child-physical, mental, social and intellectual. In other words -- it deals with life.

We feel that the program must be comprehensive, concentrated, and based on needs, interest, and developmental levels of students. The three broad areas include health instruction, health services, health environment and safety education.

Illustrative Behavioral Objectices in Health and Physical Education:

1. Explain the proper first aid procedures to use with your friend who has just received a severe cut on his left thumb.
2. Execute twenty-five push-ups by January 15 of the school year.
3. (Health permiting) Participate as an active player in basketball, according to the rules of the game.

Physical Education

We believe that Physical Education should be a sequential program in the elementary school. The program, we think, should be purposeful activities based on the developmental level, needs, capabilities, and interests of all students involved. The program should be designed to help each child develop and maintain skills, concepts, and understandings which will enable him to function efficiently and effectively in all of his life experiences.

Objectives:

1. To provide opportunities for cooperative planning of developmental activities which provide opportunities for each student to achieve his full potential.
2. To provide opportunities for maximum participation in and instructional skill program which is appropriate for readiness, interest, and ability levels of all children.

Mathematics

Mathematics is a good media to develop the intellect. To make for growth in living, the individual needs to acquire the art of thinking and planning.

Illustrative Behavioral Objectives in Mathematics:

1. Put the following worded problem into a formula and explain how you would solve the problem as you work to arrive at an answer:
   "We traveled 350 miles of our trip the first day in 6 1/2 hours. How long will it take us to complete our total trip of 1235 miles?"

2. Solve this problem: Dick took a trip with his parents to Death Valley, California. A sign there said that the desert plant called "mesquite" will grow in soil that has up to 0.5% salt. How much salt would there be in one ton of soil with this much salt?
3. Explain and illustrate the following formula by which we find the volume of a box:

$$V = l \times w \times h$$

Illustrative Behavioral Objectives in the Fine Arts:

1. Name five composers of classical music in the twentieth century, and give the name of one work for each composer named.
2. Illustrate a knowledge and skill of perspective through one free hand drawing or painting.
3. Write the musical notations on a scale for a song which you compose yourself, and write one stanza of lyrics to accompany the song.

Social Studies

We think that the Social Studies area is the one area in which all other areas mentioned in this report can pivot. High correlation of values are a part of the Social Studies area.

The scope of this area is broad and conducive to citizenship training. It makes for group planning, pupil-teacher planning, research, character education and has high creative and correlative values.

We recommend the unit plan of teaching in this area more so than any other; mainly because of its uniqueness; its quality for pupil growth and maturity and its possibilities for self-discipline and individualized instruction.

The scope of teaching in this area and through the utilization of the unit plan is broad enough to provide latitude for the gifted to grow and provides opportunities for the slow learner to develop at his own pace.

We highly recommend the self-contained classroom as the best means through which the objectives of this area can be implemented. We believe that the self-contained classroom programs are more conducive to a child-centered emphasis.

Illustrative Behavioral Objectives in the Social Studies:

1. Explain in writing the Bill of Rights of our constitution in terms of what it means to education in our country.
2. List at least six ways in which the executive branch of our federal government is like the executive branch of the North Carolina State government.
3. Write a creative term paper on your reasons <u>why</u> or <u>why not</u> the President's Cabinet should be reorganized according to the suggestions of President Richard M. Nixon.

We believe that, though much of these suggestions may be irrelevant for our times, salient features are quite modern and workable and further, we suggest the adoption. We have utilized many of them in this report.

We recognize that the outstanding contributions of other educators, not recognized in European and American historical literature in a course called, "History of Education" but whose works are outstanding and helped us to organize some objectives in this report that we feel important.

We agree that Task Force on Environment and Natural Resources* on the definition of behavioral objectives: "Behavioral objectives are a clear statement of specific behavioral changes which the teacher is attempting to bring about in students through instruction, and participating in the appropriate activities."

As background for obtaining some of the objectives, we observe the behavior of students through observation and demonstrations. This was done to establish needs.

Finally, an in depth study of literature from the State Department of Public Instruction of North Carolina and other resources helped us to raise the level of objectives, as we see them, for various areas of learning in the elementary school and in agreement with those in our proposal.

*Teacher Guide for Environmental Education, prepared by The Task Force on environment and Natural Resources in cooperation with the North Carolina Department of Public Instruction, 1970, p.4.

INTRODUCTION TO DEMONSTRATION

Since we believe that behavioral objectives are aims to the main target, our demonstrations were set up to develop them and to gear the performance tasks to the realization of these objectives.

We also believe that the accomplishment of the behavioral goals make for the accomplishment of the objectives.

The consideration of salient features of objectives of elementary education as presented by researchers in the field both in Europe and Africa; along with a study of objectives as presented by the North Carolina Department of Public Instruction has enabled us to promote a child-centered philosophy responsible for organizing behavioral objectives set forth in this report.

Our philosophy is opposed to subject-matter centered programs for the elementary child, since we believe it makes for (dull, listless, joyless, drab, stagnant programs. Subject-matter situations, we believe, emphasize drills, recitations, rote teaching, memory techniques. This program is a teacher-telling, teacher dominating, learning-for-learning sake type of experience, and we believe such a situation contributes to "drop-outism", crime and neglect.

The demonstrations herewith presented were geared to exciting behaviorial performances that developed interests, motivated thinking, improved the intellect and body. They also made for citizenship training and a desire for the continuation of individual efforts.

Cooperating teachers were helped and many students asked for more demonstrations even though our time limit had expired.

DEMONSTRATION I

Lesson I -- Presenting an Approach to a Unit and Pupil-Teacher Planning Experiences

Grade--Eighth

Area--Social Studies

General Objective--To motivate students to assist in the planning of unit.

Behavioral Objectives

1. Select three books out of the library and with their use write a seven page research study on one of the following topics related to the period of our study:
   A. Life on the Frontier
   B. Farming Beyond the Mississippi
   C. New Inventions During the Birth of our Republic
   D. Transportation in Frontier Days
2. Using five minutes, give an oral report of the story you prepared in one above.
3. With four or five other students on your Project Committee, prepare a ten minute skit. Try and make your presentation as realistic and authentic as you can. The Project Committee will be evaluated in terms of (a) the narration of the skit, and (b) presentation of skit before the total class.

Background Activities

Sub-topics:

1. A new Republic is Born
2. Life on the Frontier
3. Land Beyond the Mississippi
4. Settlers in the Far West
5. Expansion and Exploration

6. Trouble with Other Nations
7. New Inventions Start New Patterns
8. Moving Westward
9. Beyond the Mississippi
10. The Push to the Pacific
11. Factory, Farm and Plantation
12. Expanding Democracy in the Age of Growth

Step I. The Approach--The showing of a film, Title, "Life on the Frontier."

Step II. Planning Period

Performance Task One.

Students were requested to think and to raise questions. Questions like, What would you like to know more about concerning the growth of America toward the West? The question was put more simply into a series of smaller questions.

The response was great. About 40 questions were raised (Questions in Demonstration Two).

A student was elected to write questions on the chalkboard. One was elected to record questions.

Performance Tast Two.

Students made records of questions and statements.

Outcomes

1. Response great
2. Eager-beaver attitude was developed
3. Students questions were in line with material (Texts, Supplementary material and library books and materials).
4. Questions were in-depth and changes were at a minimum
5. Teacher direction was helpful

Demonstration II

January 6, 1971

Grade--Eighth

Area--Social Studies

General Objectives--To teach students how to organize material for individual and group action and to provide opportunities for pupil-teaching planning.

Behavioral Objectives

1. Select at least three books in the library and use them in writing a seven page report on one of the following topics:
    a. Farming in the Early West
    b. Transportation in the Early West
    c. Communication in the Early West
    d. Community Life in the Early West
    e. Indian Life in the Early West
2. Orally, give a prepared five minute report to your class of the written report you prepared in one above.
3. Present in writing to your class planning group a list of the points of interest you would like to take in on our Williamsburg field trip.
4. Travel with your class to the N. C. State Museum and view the Indian artifacts and folklore there, and in class the next day present in writing a two-page report of your evaluation of the trip.

Procedures:

Step 1. Recall the film that was shown at the last class meeting.

Step 2. Browse quickly through the books and chapters on the subject. (Teacher will indicate chapters.)

Step 3. Add some statements or questions you think we omitted. (Read first the ones we did in the last class meeting)

Step 4. We will spend five minutes to list more.

Step 5. Let's divide questions and statements into large areas.

Step 6. Let's divide ourselves into groups according to our own interests.

Performance

A. Criteria

1. Participation
2. Group action
3. Interest
4. Vigorous response

B. Performance Task One. Students were requested to do steps 1-4 and think how large area topics can be developed. The instructor prepared the first one as a guide and direction.

1. Topics developed by the teacher and class
   a. Farming in the Early West (suggested by teacher)
   b. Transportation and Communication in the Early West
   c. Community Life in the Early West
   d. Indian Life in the Early West

C. Performance Task Two: Step 6 was performed. Pupils divided themselves into five groups according to interest. Students selected the group they wanted to serve on as far as possible.

After the organization, everyone seemed happy with his selection.

D. Performance Task Three. Step seven was performed. Students were requested to consider the materials and visualize how they were to accomplish their performance tasks. They listed "things we would like to do." This required much thought, planning, and group action, some long ranged and some short ranged.

Group Two

We would like to make a large pictorial relief map showing land water routes out of paper mache.

Group Four

Take a trip to Williamsburg

Make a small town scene

Examine different things

Take a trip to Old Salem

Group Five

Make tepees

Visit museum

Make Indian costumes

Make reports on Indian life

Performances Planned

Topics assigned to groups (topics were developed in Demonstration I and organized into areas in Demonstration II)

DEMONSTRATION III

January 6, 1971

Grade: Eighth

Area: Physical Education

Lesson: Rhythm and Creative Dancing

General Objective--To provide opportunities for creativity in rhythm and dancing.

Behavioral Objectives

1. Demonstrate with your class the minuet to the accomplishment of music provided by the music teacher.
2. Describe orally to the class the minuet and tell five events in its early historical development.
3. Write a comparison of the minuet with any two styles of dancing today.

Procedure: Read a Historical Development of the Minuet

A brief Historical Development of the Minuet

The Minuet is a graceful and stately dance of French Origin, the name of which derived from Menu, small, was suggested by the little steps.

The Minuet was introduced in Paris in 1650. It was first a gay and sprightly dance; but after appearing in Court it became very dignified.

The Minuet was a great favorite of the Court of Louis XIV, and was equally popular in the contemporary Court of Charles II in England.

The Original Court Minuet was a simple dance, although it did not retain its simplicity for long, it was elaborated and molded into a beautiful cultivated, form--The perfect expression of an age is which

deportment won carefully cultivated, manners was polished and bodily grace developed to the highest degree. The many slow graceful movements, the bows, the pauses to be filled make for a beautiful dance.

Performance

A. Criteria

1. Participation

2. Group action

3. Interest

4. Vigorous response

B. Performance Task One. Listening Skills

Students were requested to listen to the entire selection first.

Students were asked if they could recognize the movements.

C. Performance Task Two. Thinking Skills

Students were asked to think of the steps they could develop.

Selection was played over and students were asked to raise their hand at the end of the first movement.

Students were requested to suggest steps for the first movement.

Students performing at the record player were requested to repeat movements as students listened and thought and a student leader (boy) emerged and demonstrated some steps and movements. He was and excellent leader and he exercised his creative skills well.

The leader asked for volunteers to join him. One girl joined him. Later two more and late two more. The six or more students presented an excellent demonstration in coordination, rhythm and steps. The bell rang and this prevented others from joining. Students requested a continuation for the next day. Teachers were enthusiasti and kept the record.

Outcomes

Body coordination was enhanced. Thinking, listening and imagination skills were developed. Rhythm, attitudes, leadership and followship skills were enhanced.

Demonstration IV

January 7, 1971

Grade: Eighth

Area: Physical Education

General Objective: To provide more opportunities for creativity in rhythm and dancing.

Behavioral Objectives

1. Participate in dancing the minuet with two groups of people in your class.
2. With three other students you select in class create a dance pattern out of the minuet. Demonstrate the new pattern and describe it orally to the class.
3. Bring to class one of your favorite dance records, and with other students demonstrate your interpretation of the minuet to your selected recorded music.

Lesson Approach

The leader told the teacher that he had thought out some more patterns and wanted to teach them to the class.

Performance Task One.

Students were arranged in a dance pattern thought out by them.

Performance Task Two.

Other dance pattern arrangements were developed.

Outcomes

1. Response exceptionally good.
2. Some boys were shy. Some boys and girls did not choose to participate.
3. The majority of the class responded.

Evaluation

1. Some students begged for more experiences of this type.
2. They wanted modern dance records.
3. The wanted faster music for more vigorous steps and exercises.
4. This should lead to more planning with student.

IV

HIERARCHY OF CONTENT FOR PHASE II OF THE EDUCATIONAL PROJECT

Our interest in Part II of the Educational Project. An Innovative Project to Motivate Seventh and Eighth Grade Students in Selecting Learning Activities, grew out of our study over a two-year period of ten models dealing with elementary education. Several of the models were closely related to our selected innovative project.

In Part I of the Educational Project, we developed a model that was specifically related to the elementary education program at Shaw University. The most practical and saleable features of the ten models were used in its development.

As a result of an in-depth study of the ten models, it was decided that teacher competence and teacher performance can best be realized through pupil-teacher planning and selection of learning activities. An Innovative Project to motivate junior high school students in selecting their own learning activities was launched.

After some consideration and long discussions on the organization of the school systems in surrounding areas, it was decided that the project should include only seventh and eighth grade students.

The rationale for this model was drawn from features of the models studied. An individualized approach to meeting the educational needs of learners is a demanding pursuit which requires the skills and resources of the entire profession. Unilateral action can no longer be tolerated. It demands a new coalition and team partnership of all educational resources including school districts, universities, teacher organizations, the community, and state agencies. An individualized approach in accommodating the human variable in learning demands an effective partnership between the learner and the teacher, and requires

more interaction between the two in terms of affective factors. Present signs of alienation, rebellion, discontent, boredom, and apathy clearly point to a serious need to provide an educational practice more compatible and consistent with what we now know about human nature and learning. Thus, this project gives credence to an individualized approach in education which treats people as people rather than as objects, an approach which relies more on intrinsic motivation and self-discipline rather than extrinsic controls and stimulation.

This project supports the challenge to practice individualization in a fashion that will encourage learners to be planners and directors of their education. Implementation of this project further supports the practice not only of individualizing instruction but of utilizing a procedure of working with learners in planning, executing, and evaluating their total learning experiences.

The rationale underlying the decision of the project personnel to deal with the individualized approach has much support from empirical evidence gained from studies of learning. Such empirical evidence reveals that individuals tend to learn better when they:

1. Actively participate, rather than passively receive the learning experience.
2. Have an opportunity to participate in the selection of what they learn.
3. Have an opportunity to know the results soon after their responses are made (reinforcement and motivation studies further supports this).
4. Experience success which is most likely to occur when learning tasks are matched to the individual's capabilities and need for challenge.

5. Are expected to succeed.
6. Work on learning tasks which are matched to their dominant learning pattern and style.
7. Work at their own rate or pace in which they have an opportunity to determine.

In designing and planning this project, project personnel felt that the choice of planning with learners requires a great deal of trust in them. They also were of the disposition that learners like to work when their goals are relevant and worthwhile in their perceptions, and when they are not externally pushed and forced in order for them to grow and develop. Project personnel also believed that the learners will be (or will become) rational and objective in analyzing and assessing their strengths and weaknesses and in choosing those experiences to fulfill their potentialities when they are given the opportunities. For ages now, educators have been strong on dialogue but weak in practice in espousing this concept.

This project proposes to bring about a greater awareness of both learners and teachers and school administrators of the need for individualization in the performance of the students' total learning processes and experiences, and to propose some strategy by which educators in the schools can go about planning and working with each student's program of study, and day-by-day experiences, which are tailored to suit the individual student in a performance and competence based program. In terms of this project, "individualization" is understood to mean planning with students, rather than for them, as part of their own self-development through which they gain new insights into their own behavior and where the elements of self-respect, self-awareness,

and confidence are emphasized as they relate to each learner's unique interests and needs.

Based upon the premise that an individualized approach to meeting the educational needs of our youth is related to all his experiences and not just those confined within the classroom or school, this project has been designed and is being implemented by a coalition and linkage of many resources in addition to the traditional formal school, including personnel and resources from the Shaw University, the Wake County Board of Education, two public junior high schools, and state and federal agencies.

Several strategy meetings were held to decide upon the hierarchy of steps to be followed in enabling project personnel to meet the following objectives which were chosen for the project.

1. To provide an experimental approach to teaching and learning.
2. To help teachers to provide enriched learnings to seventh and eighth grade pupils.
3. To help teachers provide learning experiences that will make for maximum growth and development that will lead to life adjustment and life enrichment.
4. To provide learning experiences which will help pupils discover their talents and share them with others in the making of an improved society.
5. To help students to discover new and untried learning activities which will lead to wholesome attitudes, good human relations, and maturity in living and learning.

The hierarchy of steps identified to meet the objectives of this project are included in the total package and will be fully described in the completed model of phase II.

After endorsement by the administrators of Shaw University, contact was made with officials in the Wake County Public Schools. After meeting with the Wake County Superintendent and Assistant Superintendent and discussing the objectives of the proposal, the project was given full endorsement. At this point, the County Assistant Superintendent set up a series of meetings with the Central Office supervisory staff, and the principals and guidance counselors from the two schools chosen to participate in this project. It was recommended by the principals and the supervisors that the instrument referred to in the above hierarchy steps be developed cooperatively by Shaw University staff and public school personnel. A committee was then appointed to develop an instrument to be administered to the one hundred students discussed in the project proposal. This committee was composed of one person from the Wake County Schools' Office, the two guidance counselors from schools, a counselor from Shaw University, the principals from the two participating schools, one member of the project committee and the project director. Further meetings were held with the teachers, guidance counselors, supervisors, and project director.

Plans were made for the administering of the SRA Achievement Series Test and Gray's Standardized Oral Reading Paragraphs.

After studying several sample instruments for the purpose of getting at the interests of students in the schools' educational programs, an interest inventory was designed (see Appendix 'A' for a copy of instrument). The curricular areas included in this inventory are: Mathe-

matics, Science, Language Arts, Social Studies, Art and Music, and Health and Physical Education. Two kinds of questions were stated to get at the nature of the interests of the participating students. (See Appendix 'A' for the two kinds of questions). In each curricular area the student was given an opportunity to give other expressions to any additional feelings he might want to make toward each subject area.

A number of visitations have been made by project personnel to the participating schools to discuss strategies of implementation of the project with the principals, counselors, and the (twenty) teachers involved. The following items were discussed in these meetings:

1. The objectives of the project
2. The various components of the interest inventory
3. The two sets to be administered (The SRA Achievement Series Test and Gray's Standardized Oral Reading Paragraph Test.
4. Methods to be used in the administration of the interest inventory and the two tests mentioned above.

The students started with paragraph one of this test and went as far as they could toward completing the twelve paragraphs. The paragraph in which the student experienced the maximum difficulty was considered his reading level as measured by this test.

Lengthy discussions were held on the feasibility of providing demonstrations for teacher and student observation. These demonstrations would be based on the results of personal visits to the classroom and discussions with classroom teachers, supervisors, and counselors in the project schools. It was concluded that"esprit de corps" between all personnel is necessary to the development of the project.

It was decided that demonstrations should follow the curricular pattern of the public school curriculum as organized by the N. C. State Department of Public Instruction. It was discovered that the project schools follow the pattern of the State Department.

The State curricular pattern includes the following: Language Arts, Social Studies, Mathematics, Health, Physical Education, Music, Art, Science and Vocational Education Interest. These areas are integrated so as to place emphasis on child development rather than subject-matter centered.

It has been discovered that most teachers are subject-matter orient and possess little competence in child-centered emphasis which result in a "joyless educational experience" in the classroom. Joyless educationa experiences make for dull and listless students, impractical, unreal, meaningless, and outmoded methods and techniques as well as tired and worn-out teachers.

Demonstration personnel were selected who well understood the problems, knew how to perform and had the competence to build an appetite for learning. In fact, the demonstrators introduced techniques and methods to enrich learning activities and at the same time motivated pupil to share in the selection of their activities and sharpen the appetite for study and make for growth and development.

Shaw University professors in the Department of Teacher Education and State Department Personnel, who are experts in various areas, presented demonstrations.

Demonstrations probed deeply into the areas of their interests to discover recent trends, new goals, new patterns, new resources, etc. The study included research as discovered in current journals and

college supplementary and textual literature.

A meeting was held with classroom teachers to mark the beginning of cooperative educational planning between project personnel and the classroom teachers.

The subject of the first meeting was "How Can Seventh and Eighth Grade Pupils Be Motivated in Selecting Learning Activities in Various Learning Areas?" It is felt that the same topic will prevail in subsequent meetings.

At the beginning of the first meeting, project personnel discussed the value of student participation in selecting their learning activities. The following points were considered in the presentation:

1. Student sharing as related to student needs
2. Student participating as related to mental and academic maturity
3. How pupil sharing in selecting learning activities make for depth in learning
4. The importance of developing a "we" attitude in learning and living
5. How Democracy in planning and programming make for worthwhile citizenship training.

In order for this type of learning experience to be successful, it was presented to the pupils themselves in the early stages of planning and development. This gave students the opportunity to share in the planning, perhaps at the beginning stage, which will develop pride and worth in the project.

A Charrette type of planning experience will be forthcoming. The main purpose will be to set the stage for meaningful learning experi-

ences that, hopefully, will take place during the duration of the project and even perhaps thereafter.

The purpose also will be to help students discover other learning experiences that are in store for them. Further, the purpose will be to seek the cooperation of students for innovative ventures.

The Charrette should reveal the character and relevance of effective learning experiences and should point out how these experiences are related to worthwhile citizenship.

The "why" of learning should be paramount, and it should open up vistas of learning that will widen the horizon of living and should help students to visualize learning as a tool to build a society conducive to productive living.

Below are points to be considered in the Charrette planning session. These points tend to lead the thinking of students beyond the walls of the classroom; even beyond the times in which they live. In higher education the question here would be "Education for What?" Points to be considered:

1. Should school health experiences be conducive to building a strong body related to maximum living and life longevity?
2. What are some of the "goings on" in the community that affect education?
3. What are some of the "goings on" in the community that affect the lives of students?
4. Is the learning taking place contributing to an understanding of these "goings on?"

These and similar problems should be considered. The question that presents itself is, "Would you like to organize living and learning experiences in the classroom to help you realize these goals?"

Some possible outcomes of a Charrette type of learning experience:

1. Reasons why various areas of learning are a part of the school curriculum. The reasons are associated with life goals and students should discover them. The discovery of these life goals are not beyond the intellectual ability of students at the grade level considered.
2. Identify some possible irrelevant learning experiences which are time-consuming associated with previous classroom activities.
3. Students are more mature in their learning attack.
4. Point up needs, perhaps, for more Charrette type of learning experiences.

Attempts will be made to guide this innovative project experience so that the outcomes mentioned above will be realized. These outcomes are necessary in the educational process due to the following discoveries:

1. Self-discovery of educational goals makes education more practical and meaningful.
2. Participatory learnings make for a maturity needed for growth and development in learning.
3. Cooperative goal seeking experiences make for sharing of individual ideas which are needed not only in planning for new and untried experiences now, but have carry-over values in the construction of a better society of which students will be a part in the not too distant future.

4. Contributions from each student are important to his growth. Contributions from the most timid are important to the development of the group. The worth of the individual is significant and must be shared if progress of the group must be realized.

A pupil-teacher-consultant relationship is important to the success of the experiment. All should get to know each other and should work toward common goals.

The following facts are conducive to mutual relationship needed for progress:

1. There are no experts as such in this experimental learning project; therefore, all concerned should work together in the experimental process.
2. Experimental learning is a continuous process in education due to changing times and shifting scenes in life experiences; hence, this and other similar projects should be a part of our educational fabric.
3. No one can ever be absolutely sure that present methods are relevant to needed goals at the present. The decision as to the best methods, meaningful goals etc. can best be decided through cooperative educational planning and programming.

Project consultants will be good resource personnel. Classroom observations and visitations are necessary for cooperative planning. "Esprit de corps"will be necessary for best results in discovering new attacks and new skills.

For maximum results, it is important that a doctor-nurse-patient type relationship be established. A meeting of these three personnel

areas is welcomed for all who are sharing the same goal -- the physical and mental growth of the patient.

By the same token, meetings of the project consultants, teacher, and pupils are welcomed when an understanding of these goals is realized by all concerned.

It is felt that problem clinics are necessary to the development of the project. These experiences are provided so that teachers can "air" their problems. Efforts will be made to assist teachers with problems they encounter during the experiment.

The following services will be provided:

1. Provide new and relevant material if needed
2. Seek consultant help for problems growing out of the experiment

A second application of the interest inventory and another form of the SRA Achievement Series will be administered at the end of the project. The same Gray's Standardized Oral Reading Paragraph Test will be administered during the month of March.

A final meeting of the teachers and project consultants will be held in March or April.

The purpose of this meeting will be to discover:

1. What new learning experiences were discovered, if any
2. What new goals were reached

A write up in the form of a model will reveal, in print, the results of the educational experiences of the Project.